

# Grade Five

The *Health Framework for California Public Schools* describes expectations of this grade level:

Students in grades three through six are assuming more responsibility for their own health and well-being. They can benefit from instruction that fosters the development of positive health behaviors and prevention of negative, unhealthy behaviors. Particularly important in the middle grades is the onset of adolescence, which can begin as early as third grade for some students. Others will develop more slowly. Students at this level begin to become acutely aware of their physical development and the varying rates of development among their peers. In addition, children's orientation to the peer group tends to increase during this age span. Most children experience a growing need to be and feel normal at precisely the time when growth and development vary widely even within the same classroom. Many students are also likely to feel pressure to act grown-up by experimenting with alcohol, tobacco, or other drugs. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs needs to be woven throughout the curriculum at this time. (Page 73)

A health education program for students in grades three through six involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;

- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

## **Acceptance of Personal Responsibility for Lifelong Health**

**Standard 1      The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.**

Students in grade five who meet this standard will be able to:

- Understand good personal hygiene habits, paying attention to the changing needs of preadolescents.
- Understand the nutritional needs of preadolescents.
- Set personal fitness goals.
- Demonstrate effective decision-making skills.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will identify personal hygiene products that are necessary and those that are cosmetic.
- Students will use a menu from a fast food restaurant to select more healthful items, based on the nutritional needs of a preadolescent.
- Students will develop fitness goals, monitor themselves monthly, and evaluate their progress during the year.
- Students will role-play decision-making skills.

**Standard 2      The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.**

Students in grade five who meet this standard will be able to:

- Identify positive health behaviors that reduce the risk of disease.
- Explain how to take prescription and over-the-counter medications properly.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a jingle that promotes good health habits.
- Students will develop a booklet of rules for taking medications.

### Standard 3

**The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.**

Students in grade five who meet this standard will be able to:

- Describe the effects and consequences of using harmful substances.
- Use appropriate ways to respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.
- Recognize and respond appropriately to emergencies.
- Demonstrate knowledge of basic first aid and safety practices, including ways to avoid coming into contact with another person's blood.
- Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome the fear of telling.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will design a project or activity that illustrates both the effects and consequences of drug use.
- Students will evaluate sample scenarios that describe situations with potential to lead to alcohol, tobacco, or other drug use and use refusal skills appropriately.
- Students will demonstrate refusal skills through role-playing.
- Partners will demonstrate a specific first-aid procedure in front of the class.
- Students will create a telephone list of personal, school, and community resources for support and assistance.

## Respect for and Promotion of the Health of Others

**Standard 4      The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.**

Students in grade five who meet this standard will be able to:

- Identify effective strategies to cope with change in the family.
- Develop activities that support family health.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will identify changes that occur within a family, including stressors and coping skills needed, after hearing a story about a newly blended family.
- Students will discuss healthful family activities and brainstorm positive results that could occur if families participate in these activities.

**Standard 5      The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.**

Students in grade five who meet this standard will be able to:

- Identify acceptable methods of gaining attention.
- Identify acceptable methods of showing and expressing feelings.
- Identify ways to resolve conflicts in a positive, constructive way.
- Participate in school or community efforts that promote health and positive environmental outcomes.
- Identify ways to seek assistance through community resources.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will examine pictures of feelings being expressed by children at different ages and compare how appropriate expression of feelings differs at various ages.
- Students will demonstrate appropriate responses to various conflict situations.
- Students will research community resources for health promotion and disease prevention and create and display a class poster.

## An Understanding of the Process of Growth and Development

### Key Education Code Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

- §51201.5     *Requires* that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See *Education Code* sections 51240, 51550, 51553, and 51820 for parent notification requirements.)
- §51240     *Ensures* the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.
- §51262     *Encourages* instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.
- §51550     *Requires* that:
- Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.
  - Instructional materials must be available for inspection.
  - Parents and guardians must be given the opportunity to exclude their child from this education.
- §51553     *Establishes* criteria for the course content of sex education to include:
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
  - Failure rates of condoms and other methods of contraception
  - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.
- §51820     *Requires* a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.

§60614 *Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.*

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**Standard 6      The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.**

Students in grade five who meet this standard will be able to:

- Recognize the physical changes that occur during preadolescence.
- Use correct terminology for parts of the body.
- Recognize changing emotions.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will match diagrams of body parts with the corresponding terms.
- After participating in a classroom discussion about the changing emotions of pre-adolescence, students will provide an example of how they have experienced these changes.

**Standard 7      The student will understand individual differences in growth and development.**

Students in grade five who meet this standard will be able to:

- Understand that the rate of change during puberty varies with each individual.
- Understand the importance of a realistic body image.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will participate in a discussion about how individuals grow at different rates.
- Students will brainstorm the importance of a realistic body image, create a self-portrait, and list five positive physical attributes.

## **Informed Use of Health-Related Information, Products, and Services**

**Standard 8      The student will identify products, services, and information that may be helpful or harmful to his or her health.**

Students in grade five who meet this standard will be able to:

- Distinguish between health products that are necessary, unnecessary, and those that may be harmful.
- Look critically at health claims.
- Analyze marketing, advertising, peer pressure, and their influence on making choices.
- Use nutrition information to make healthful food choices.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will classify, as beneficial or unnecessary, various products with strong health claims that young people often purchase.
- Students will analyze tobacco and alcohol advertisements and identify methods employed to encourage use by young people.
- Students will use nutrition labels to compare grams of fat and fiber of a variety of food products and determine healthful choices.